DUNCOMBE SCHOOL SCIENCE POLICY

Aim and Ethos

Science is one of the core subjects of the National Curriculum and is considered to be one of the key curriculum areas at Duncombe School. It is an enjoyable and highly motivating subject which can help children to develop an understanding of the world around them and to have an inquisitive approach to life.

As a school we aim to:

- Provide a broad and balanced science curriculum for the benefit of all our pupils.
- Ensure continuity and progress in children's scientific development throughout the school.
- Foster the development of scientific skills, attitudes and critical thinking, which will enable children to extend their knowledge, to tackle problems and to form independent judgements.
- Encourage respect for the environment and a responsible attitude towards the natural world and its resources.

Teaching and Learning

- Information technology should be used, where appropriate to enhance teaching.
- Teachers aim to provide an environment which encourages children to question, predict and hypothesis, and where all children's opinion will be valued.
- Pupils should be exposed to a variety of teaching styles including whole class, group and individual.
- Wherever possible, science lessons will be taught in a meaningful context which shows children their relevance to everyday life.
- Children will experience a range of approaches such as oral, practical, written and investigative, through their work in science.
- Teachers will aim seek to ensure that classroom displays/science vocabulary are stimulating and that they reflect the topic which is being done in class

Resources

Every year group have a file with the scheme of work for their year group. Resources are organised into topic boxes which are help centrally and can be accessed through the postholder.

Assessment

- Children's knowledge and investigative skills should be regularly monitored by the classroom teacher and recorded to provide individual records of achievement and progression throughout the year.
- Monitoring is conducted through observation, discussion when using the formative assessment tests and marking of written work.
- The classroom teacher must regularly mark children's science work and investigations according to the school's marking policy, supported by oral feedback where necessary.
- Formal summative assessment is provided at the end of Key Stage 1 Year 2 and SAT's are taken in Year 6.
- Assessment papers for all other Year groups are taken in the summer, teachers will use the National Curriculum Level Descriptions to judge the level of each child. Formative assessment is used for Year 1.

Additional Support

Intervention for year 6 children is available during the year to help them with the SAT's. Gifted and Talented is supported by Seeds Club which is run every Thursday lunchtime for Year 2 and Year 5 children.

Equal Opportunities

- Teachers will have high expectations of all children regardless of race, gender, class and special needs.
- Teachers will strive to ensure that children have equal access to learning experiences offered through the science curriculum.
- Teachers will acknowledge the achievements of all cultures and will strive to present positive role models.

Health and Safety

- Teachers will ensure that all activities are carried out in a safe environment and that children are made aware of any dangers associated with the activities.
- Any additional adults who may supervising a science activity must also be made aware of any health and safety issues.
- Safety goggles are available from the postholder and must be worn when heating substances that may project particles at high speed.